Evolving Responsibilities and Expectations for School Leadership

February 10, 2014

CCSSO
Council of Chief State School Officers

There Are Many Different Ways to Define Effective Educational Leadership

THINK – PAIR - SHARE

Take a few minutes to turn and talk to someone next to you about how **you** would define an effective educational leader.

Are there aspects of your definitions that you agree on? Disagree on? Why do you think this is so?

What are the key components of a Definition of Effective Educational Leadership

- A few audience members report on their table conversations.
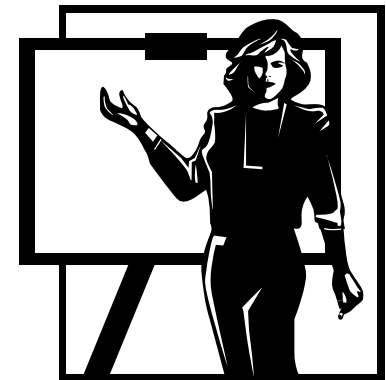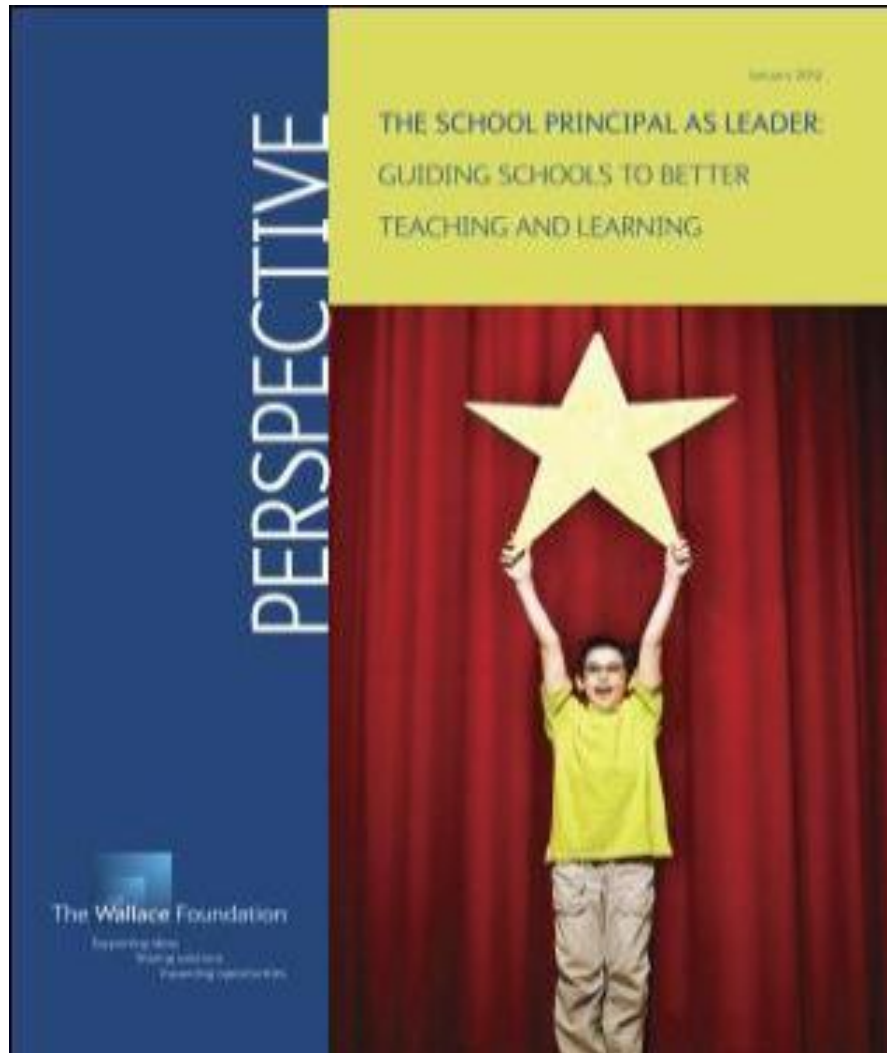
Higher Expectations for Students and Educators

- As a nation, our expectations for student learning have never been higher. Students are expected to know more and be able to do more with what they know than has previously been the case. These expectations, which have been expanding for sometime now, have significant implications for educators, particularly educational leaders.

- Mounting demands are causing the rewriting of district and school leaders' job descriptions every year, making them more complex than ever. (ISLLC, 2008, p.3)

Changes in the Context for School Leaders

- Catalysts for some of the changes our education leaders are experiencing include:
    - **The 2009 Race to the Top Initiative**
    - **The 2010 Blueprint for Reform Program**
    - **2011-Present ESEA Flexibility Waiver Program**
    - **New State Student Standards and Assessments**

# Recent Efforts to Define Effective School Leadership in Today's Context

 The Wallace Foundation defines the Five Key Practices of Effective Principals:

1. Shaping a vision of academic success for all students
2. Creating a climate hospitable to education
3. Cultivating leadership in others
4. Improving instruction
5. Managing people, data and processes to foster school improvement

PERSPECTIVE

January 2012

THE SCHOOL PRINCIPAL AS LEADER:
GUIDING SCHOOLS TO BETTER
TEACHING AND LEARNING

The Wallace Foundation

Our Responsibility, Our Promise shares its definition of a school-ready leader

- A school-ready principal is ready on day one to blend their energy, knowledge, and professional skills to collaborate and motivate others to transform school learning environments in ways that ensure all students will graduate college and career ready. With other stakeholders, they craft the school's vision, mission, and strategic goals to focus on and support high levels of learning for all students and high expectations for all members of the school community….

Our Responsibility, Our Promise
Transforming Educator Preparation and Entry into the Profession

CCSSO
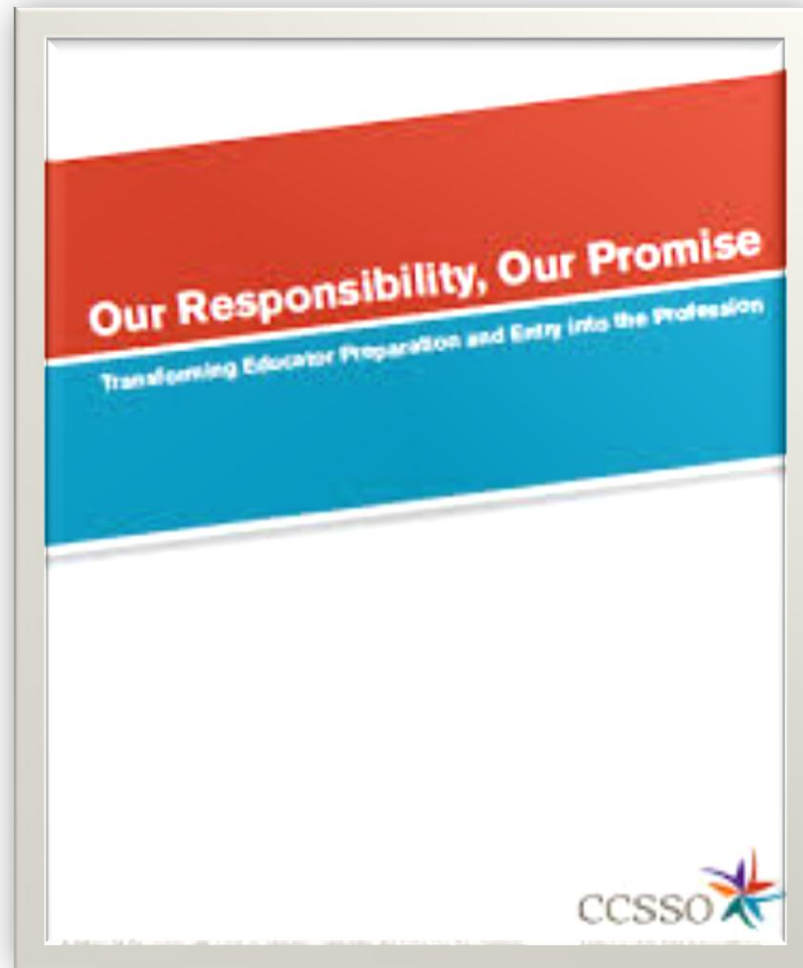
Along with New Definitions Consider the Work of Effective Leaders

- Watch three short video clips approximately 6 minutes all together from *Great School Leadership in Action*

    - http://www.wallacefoundation.org/view-latest-news/events-and-presentations/Pages/VIDEO-Great-School-Leaders-in-Action.aspx

Effective Principals Reflect on their Practice

- 1st Video: Click on Improving Instruction
- Lisa Gioe: Getting all Teachers on Board (1:57 mins.)

Getting al Teachers On Board

Effective Principals Reflect on their Practice

- 2nd Video: Click on Creating a Culture Hospitable to Education

- Jonathan Foy: Developing Trust Within Your Faculty (2:50 mins)

Developing Trust Within Your Faculty

Effective Principals Reflect on their Practice

- 3rd Video: Click on Cultivating Leadership in Others

- Serapha Cruz: Building Leadership at All Levels (1:31 mins)

Building Leadership at All Levels

A Question to Consider

- CCSSO and the National Policy Board on Education Administration (NPBEA) deliberated the question: **"Have the 2008 ISLLC standards remained vibrant in the ever-changing education policy arena, addressed changes in the field, and responded to input from practitioners and policy leaders?"**

A Question to Consider

- Based on the videos you just saw and your personal definitions of effective leadership, what do you think needs to be changed in the 2008 ISLLC Standards, if anything?

Think – Pair - Share

- Take a few minutes to turn and talk to someone next to you about what needs to be changed in the ISLLC standards, if anything.

- A few audience members report on their table conversations.

Principals Say Their Jobs Have Changed and Become Too Complex

Seven in 10 (69%) principals disagree with the statement that a school principal's responsibilities today are very similar to his or her responsibilities five years ago.

-MetLife Study

Most Important Experiences and Skills for a School Principal

- A decade ago, the survey asked principals and teachers to evaluate the most important aspects of a principal's job. In 2003, nearly nine in 10 principals and eight in 10 teachers said that the following are among the most important parts of a school principal's job:
  - To make sure the **school is safe** (87% of principals; 83% of teachers);
  - To **encourage teachers and students** to do their best (87% of principals; 83% of teachers); and
  - To **help teachers** do their jobs well (85% of principals; 79% of teachers).

Skills and Knowledge to Consider Adding to Standards

- Talent Management

- Data Literacy

- Distributed Leadership

- Advocacy

FIG. 1

Connecting Instructional Leadership to Human Capital Management

Principals who are instructional leaders:

Build a shared instructional improvement vision.

Allocate/reallocate resources.

Develop active adult learners.

Monitor curriculum and instruction.

Foster distributed leadership & collaborative work teams.

Celebrate achievements.

Teaching Competencies

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Teaching Effectiveness

Principals who are strategically managing talent:

Recruit and select staff who share the vision.

Induct and mentor new teachers to support implementation of vision.
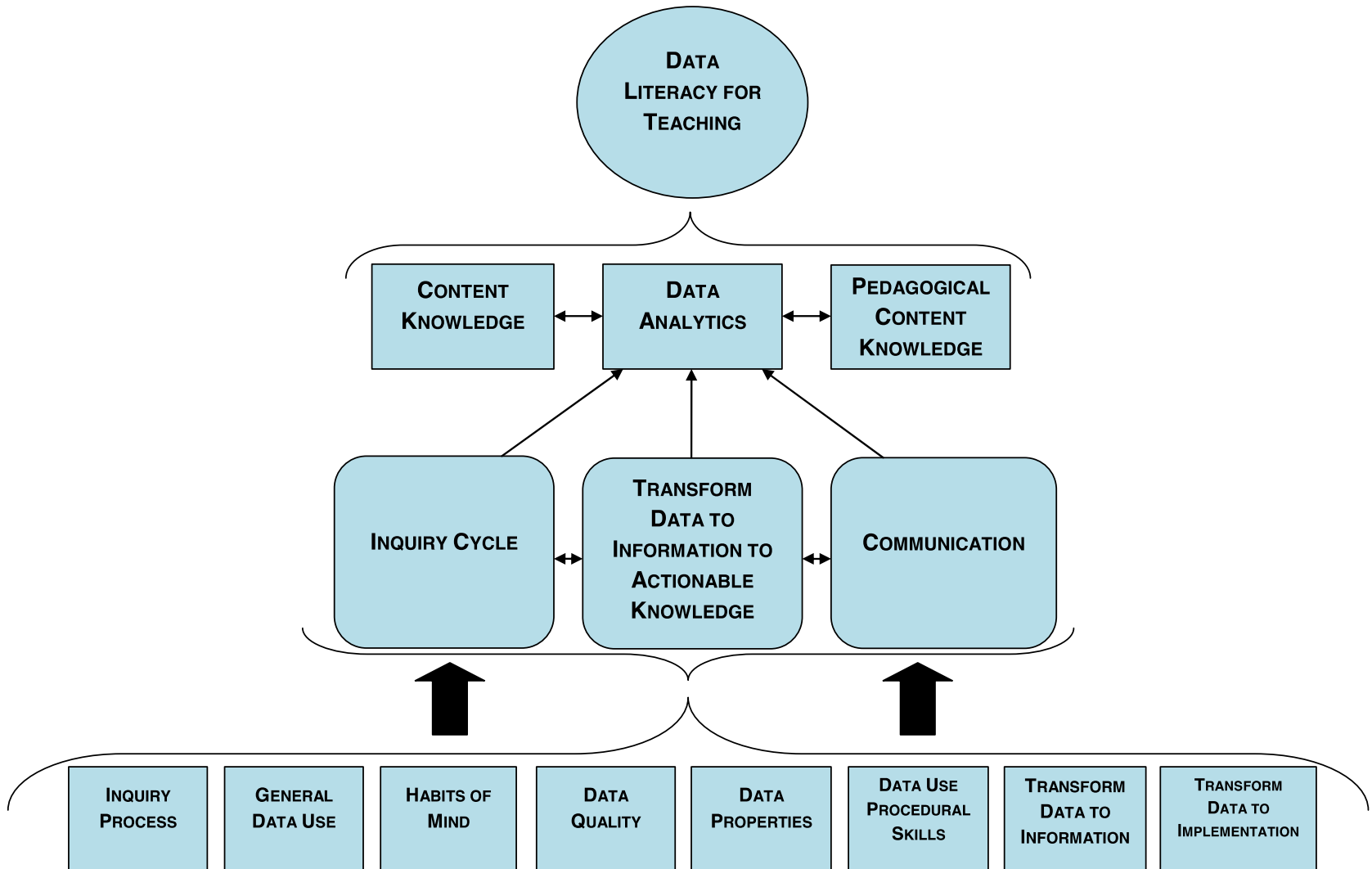
Design, implement, and evaluate school professional development.

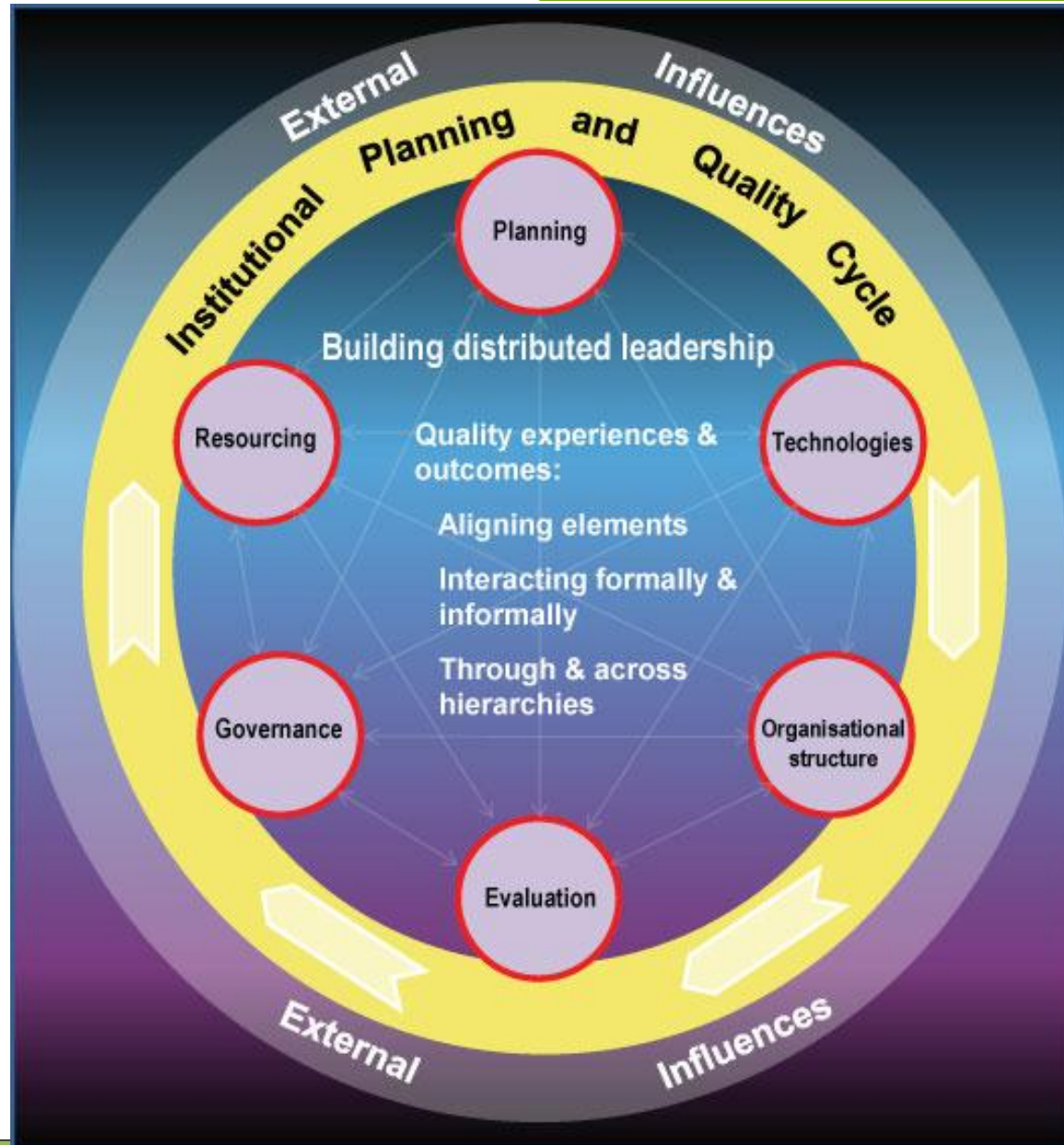Manage performance using teacher evaluation and student outcome data.

Create leadership opportunities and change schedule to allow time for collaboration.

Compensate/recognize successes.

Data Literacy

Distributed Leadership

Leading Change in Schools

- The principal serves as the "**fulcrum of the change process**," keeping **a delicate balance** between the often **conflicting pressures** coming from teachers, community, district, state. The principal introduces a "blueprint for change," then adapts it continually in response to those who will have to live with it.
  - School Board Meeting

  - Parent Meeting

  - Faculty Meeting

ISLLC Standards Project

- Updated ISLLC Standards for Practicing Education Leaders

- Updated ELCC Standards for the Preparation of School Leaders

- Development of principal supervisor standards

A Report was Commissioned to Inform the Redesign of the ISLLC Standards

- **June 7, 2012** – CCSSO and the NPBEA Board agreed that the ISLLC Standards should be revisited to keep up with changes and emerging trends that might come afterwards. A motion was passed to develop a research prospectus and work plan for redesigning the ISLLC Standards.

CCSSO/NPBEA ISLLC Project Work Committees

- Laws and Regulations Committee
- Field Knowledge Committee
- Standards Update Committee
- ELCC Update Committee
- Principal Supervisor Standards Development
- Tools Development Committee

Seize this Moment!

We have the collective responsibility to seize this moment to shape a coherent and aligned system of education leadership standards with implementation and support tools that will develop and support future leadership practice in our states, districts, and schools.

We Need Your Input and Assistance

- Please participate in any survey, interview or focus group that you may be invited to participate in to offer you're insights about the role of the principal and other educational leaders in today's and future contexts.

- Verify information that is collected about your state to insure it is accurate.

- Help us communicate the need for refreshed leadership standards and an aligned and coherent system of support for educational leaders.